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ABSTRACT

This paper comments upon some of the major issues which are addressed in four books that focus on the current state of teacher education and the need for reform of teacher education. Three of the books are based upon a 5-year study directed by John I. Goodlad: "Places Where Teachers Are Taught," "The Moral Dimension of Teaching," and "Teachers for Our Nation's Schools." The fourth book is the Holmes Group report, "Tomorrow's Schools: Principles for the Design of Professional Development Schools." The focal points of this commentary are the Goodlad proposal for centers of pedagogy, the Holmes Group proposal for professional development schools, and the role that these institutions might play in educational reform. Centers of pedagogy and professional development schools are compared to teaching hospitals for medical student interns. These schools are seen as key components in reforming teacher education. (IAH)

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U.S Teacher Education Reform (Goodlad and Holmes Group 1990 Reports):

Commentary on Four New Books

By Franklin Parker

John I. Goodlad, well known education professor and Director, Center for Educational Renewal, University of Washington, has since 1985 directed a team of researchers on "A Study of the Education of Educators." This five-year Exxon Education Foundation-funded study of teacher education is the largest one attempted since James B. Conant's *The Education of American Teachers*, 1963, on which Goodlad collaborated.

Goodlad's educational research team looked at 29 public and private higher education institutions in 8 states that employ 25 percent of U.S. elementary and secondary school teachers. They found that many universities which began as normal schools have neglected their origins, have disdained teacher education, and have poor teacher education programs. "We did not find a single mission statement of any institution that put teacher education at the forefront," Goodlad told an education group. He found a disturbing turnover of higher education leaders responsible for teacher education, noting that university presidents' average stay is 8 years; deans of education, 6.6 years; arts and science deans, 5.3 years; and academic vice presidents and provosts, 4 years. Schools of education lack coherence, Goodlad said, make little effort to recruit students, have no clear entry point, have too few minority students (8 percent in programs his team examined), and emphasize "practical" teacher education while neglecting the "moral" aspect of preventing dropouts.

The Goodlad team criticized the shifting emphasis from good teaching and teacher preparation to research and publications. They found that at "flagship" public universities, only 7 percent of faculty felt that preparing teachers was essential to gain tenure, but 46 percent felt it should be essential; that 72 percent claimed that good teaching was centrally important, but only 25 percent found it actually essential for tenure. Unlike medical schools' strongly cohesive, intermingling, and mutually helpful student peer groups, Goodlad found little group identity among education students. Only 7 percent of education

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students said that they met informally daily with other education students. Goodlad found that moving cohort groups together through teacher education programs is difficult if not impossible because so many work full or part-time.

Of the three books on the study published in 1990 by Jossey-Bass Publishers of San Francisco, *Places Where Teachers are Taught* is a history of U.S. teacher education; *The Moral Dimension of Teaching* is on the role of educators in a democracy; and Teachers *for Our Nation's Schools*, the concluding volume, contains the key to Goodlad's teacher education reform. He would create "Centers of Pedagogy," somewhat similar to teaching hospitals for medical student internees. These would be places where arts and sciences faculty, teacher education faculty, and public school teachers and administrators will work together to prepare the world's best teachers. The centers would stand apart from existing schools and colleges, have their own budgets and faculty, design their own curricula, develop their own reward structure, and collaborate with nearby school districts. Goodlad is conducting forums to publicize his proposals to overhaul teacher education, especially through his newly conceived "Centers of Pedagogy."

How new a concept is Goodlad's most intriguing recommendation, the Centers of Pedagogy? They are similar to the Professional Development (PD) Schools advocated in the Holmes Group report of April 1990, *Tomorrow's Schools: Principles for the Design of Professional Development Schools*. The 97-member research university education deans who form the Holmes Group (named after a recent Dean of the Graduate School of Education, Harvard University) have long advocated a fifth-year graduate degree-only teaching profession. The Group's new book suggests reforming teacher education through a network of PD Schools. These would be selected elementary and secondary schools where university professors of arts and sciences and education professors will work with teachers and administrators in nearby public schools to design curriculum, conduct research, train new teachers, and reinvigorate experienced teachers. Both Goodlad's Centers of Pedagogy and the Holmes Group PD Schools are similar to a teaching hospital where medical student interns (i.e., student teachers) learn on patients (i.e., public school students) under medical school faculty supervision (i.e., university subject matter professors and education professors cooperating with public school teachers and administrators).

The PD school idea is to integrate education theory and practice, to initiate research that furthers the curriculum and teaching techniques. Judith E. Lanier, Michigan State University dean of education and Holmes Group president, points out that teachers' colleges once had mainly private laboratory schools for student teaching and that these lab schools were discarded because they were considered elitist and detached from ordinary

public schools. PD schools are different, she said, because they will be selected public schools, will combine teacher education with research, will strive to be as well supported and administered as are teaching hospitals, and will serve as influential nationwide models.

Forging equal relations and coordinating universities and public school personnel are seen as initial problems. Seeking state, federal, and corporate support, Holmes Group adviser Doug Ross sees PD schools as "a new R & D infrastructure to reinvent American education." He envisions a "land grant-type mandate" as was pioneered by the federal Hatch Act of 1887 and the Smith-Lever Act of 1914 which advanced agricultural experiments and extension education and helped modernize America.

The Goodlad Centers of Pedagogy and the Holmes Group's PD Schools are examples of vibrant U.S. teacher education reform in progress in the early 1990s, without which public school reform is not possible. The two similar ideas may somehow be merged. Whatever happens, teacher education reform must go hand in hand with public school reform.

Tomorrow's Schools: Principles for the Design of Professional Development Schools
By the Holmes Group
East Lansing, MI: Holmes Group, 1990
110 pp.
$10.00

Places Where Teachers are Taught
By John I. Goodlad, Roger Soder, and Kenneth A. Sirotnik, editors
San Francisco, CA: Jossey-Bass Publishers, 1990
436 pp.
Cloth $31.95

The Moral Dimension of Teaching
By John I. Goodlad, Roger Soder, and Kenneth A. Sirotnik, editors
San Francisco, CA: Jossey-Bass Publishers, 1990
368 pp.
Cloth $26.95.

Teachers for Our Nation's Schools
By John I. Goodlad, Roger Soder, and Kenneth A. Sirotnik, editors
San Francisco, CA: Jossey-Bass Publishers, 1990
427 pp.
Cloth $21.95